

METHODS AND LANGUAGES USED BY THE CONTRACTUAL TEACHERS AND ITS EFFECTS TO THE LEARNERS

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ABSTRACT

The study was conducted to answer the following questions:

- *What are the methods and languages used in teaching by the contractual teachers?*
- *When is Filipino, Ilocano, and English used in teaching?*
- *What are the effects of methods and languages used by the contractual teachers to the learners?*

The respondents were 29 contractual teachers and 400 students of Isabela State University-Roxas Campus. Descriptive survey method, audio-recording, and a questionnaire checklist were used.

Based from the result of the study, the method always used was the panels while the methods often used were: Think-Pair Share, TGT, List Group Label, Affinity, Jigsaw, SORT, GRASPS, Round Robin Brainstorming, REAP, Randomized Questioning, Cubing, Team Pair Solo, Three-Minute-Review, Wh-Questions, E-media, E-Learning, C-4 Yourself, Graphic Organizers, unpack-Report consequence of learning to encourage, dialectal Approaches, and CROWN.

The languages used in teaching were: English, Filipino, Ilocano and code-switching from Filipino-English. The Filipino language was often used in providing standards, and giving opinion or approval. English language was often used in discussing the lessons, interpreting, and in giving preliminary activities in class. Ilocano language was often used in deepening the discussion. Code-switching from Filipino-English was often used in discussing the lessons. While code-switching from Filipino-Ilocano and from English-Ilocano were seldom used.

The effects of the methods used by the contractual teachers to the learners are: challenging the ability to think deeply, past lessons were easily associated to the new lessons, easily learned with the class, learned to study hard, the character evolves and becomes creative.

KEYWORDS: *Methods, Languages & Contractual Teachers*

Received: May 18, 2017; **Accepted:** May 26, 2017; **Published:** Jun 16, 2017; **Paper Id.:** IJESRJUN201711

INTRODUCTION

Background Objectives and Goals

The primary purpose of teaching is to bring a fundamental change in the learners. To facilitate the teaching and learning process, teachers should apply appropriate teaching methods and use languages that best suit specific objectives and productive outcomes that would enhance growth in student learning.

METHODS

The researchers used the descriptive survey method. The actual teaching of the contractual teachers was recorded to know the methods and languages and its effects to the learners. Self-constructed questionnaires were

distributed and answered by the respondents.

The statistical tools used were the frequency count, ranking mean, weighted mean, slovin's equation and proportional allocation sampling technique. In interpreting the data, the descriptive rating with their corresponding mean interval were used.

The respondents were 400 students and 29 contractual teachers of Isabela State University Roxas Campus. The students were selected using the slovin's equation and proportional allocation sampling technique while the contractual teachers were selected using the purposive sampling technique. Eighty five (85) students and 9 contractual teachers from the Institute of Teacher Education, 104 students and 9 contractual teachers from Institute of Information and Communication Technology, 36 students and 2 contractual teachers from Institute of Criminology, and 176 students and 9 contractual teachers from College of Fisheries, Agriculture and Agri-Business.

RESULTS

Based from the result of the study, the method always used was the 1.) Panels= while the methods often used were 2.) Think pair share 3.5.) E Media 3.5.) Wh-Questions 5.) Affinity 6.) E-learning 7.) TGT (Talk about different issues Generate as many ideas, Tell your consensus or agreements in class) 8.) Jigsaw 9.) C-4 Yourself (challenge, choice, collaboration and creation) 10.) Graphic Organizer 11.5.) G.R.A.S.P.S (Goal, Role, Audience, Situation, Product, Standard) 11.5.) List-Group-Label 11.5.) Round Robin Brainstorming 11.5.) SORT (State the details, Organize the data, React in different perspectives, Tell the class what have you learned) 15.) REAP (Reading to discover the author's ideas, Encoding the author's ideas into one's language, Annotating those ideas in writing for oneself or for sharing with others, Pondering the significance of the annotation) 16.) Randomized Questioning 17.) Dialectical Approaches 18.) Team Pair Solo 19.) Cubing (Describing, Comparing, Associating, Analyzing, Applying and Arguing) 20.) Three-Minute Review 21.) CROWN (Communicate what you learned. React. Offer one sentence that sums up. Where could you use this? Note how well we did today)

The other methods were seldom and sometimes used. None was ever used.

The languages used in teaching were: English, Filipino, Ilocano and code-switching from Filipino-English. The Filipino language was often used in providing standards, and giving opinion or approval. English language was often used in discussing the lessons, interpreting, and in giving preliminary activities in class. Ilocano language was often used in deepening the discussion. Code-switching from Filipino-English was often used in discussing the lessons. while code-switching from Filipino-Ilocano and from English-Ilocano were seldom used.

The effects of the methods used by the contractual teachers to the learners are: challenging the ability to think deeply, past lessons were easily associated to the new lessons, easily learned with the class, learned to study hard, the character evolves and becomes creative.

The effects of the languages in the learning of the students are: easily learned with the class, meaningful learning, gained self-confidence, and past lessons were easily associated to the new lessons because the teachers used code-switching from Filipino-English. They also learned easily with the class because their teachers used code-switching from English-Ilocano. The result shows that the methods and languages used by the contractual teachers affect the learning of the learners. It was proven by Corpuz and Andrada (2012) that the abilities of the students are being developed through the methods and activities used by the teachers.

Formula and Equation

Weighted Mean

$$w.m = \frac{\sum Fw}{N}$$

N

Slovins Equation	Proportional Allocation Sampling Technique
-It is computed as $n = N / (1 + Ne^2)$. whereas: n = no. of samples N = total population e = error margin / margin of error	Proportional Allocation $\frac{n_h}{n} = \frac{N_h}{\sum_1 N_h}$

Figures and Tables

Methods Used in Teaching by the Contractual Teachers

Table 1: Frequency Distribution, Weighted Mean, Rank and Interpretation on the Response of the Contractual Teachers on the Methods Used in Teaching

Methods	Frequency n=29					Weighted Mean	Rank	Interpretation
	(5)	(4)	(3)	(2)	(1)			
1. Panels	15	14	0	0	0	4.52	1	Always
2. Think-Pair Share	13	11	6	0	0	4.38	2	Often
3. E-media	14	9	5	1	0	4.24	3.5	Often
4. Wh-Questions	12	12	5	0	0	4.24	3.5	Often
5. Affinity (Brainstorming Approach)	14	10	3	1	1	4.21	5	Often
6. E-learning	12	12	4	1	0	4.2	6	Often
7. TGT (Talk about different issues Generate as many ideas, Tell your consensus or agreements in class)	13	9	5	2	0	4.13	7	Often
8. Jigsaw	11	9	8	0	1	4	8.5	Often
9. C-4 Yourself (challenge, choice, collaboration and creation)	11	11	4	2	1	4	8.5	Often
10. Graphic Organizer	9	13	5	0	2	3.93	10	Often
11. G.R.A.S.P.S (Goal, Role, Audience, Situation, Product, Standard)	14	7	1	5	2	3.90	11.5	Often
12. List-Group-Label	12	8	6	0	3	3.90	11.5	Often
13. Round Robin Brainstorming	10	10	7	0	2	3.90	11.5	Often
14. SORT (State the details, Organize the data, React in different perspectives, Tell the class what have you learned)	8	13	5	3	0	3.90	11.5	Often
15. REAP (Reading to discover the author's ideas, Encoding the author's ideas into one's language, Annotating those ideas in writing for oneself or for sharing with others, Pondering the significance of the annotation)	11	9	4	4	1	3.86	15	Often
16. Randomized Questioning	11	10	4	0	4	3.82	16	Often
17. Dialectical Approaches	9	10	6	2	2	3.76	17	Often
18. Team Pair Solo	11	8	6	0	1	3.65	18	Often
19. Cubing (Describing, Comparing, Associating, Analyzing, Applying and Arguing)	14	5	1	3	6	3.64	19	Often

Table 1: Contd.,									
20.	Three-Minute Review	4	8	9	12	1	3.58	20	Often
21.	CROWN (Communicate what you learned. React. Offer one sentence that sums up. Where could you use this? Note how well we did today)	7	9	6	6	1	3.52	21	Often
22.	Walking Tour	4	7	11	6	1	3.24	22.5	Sometimes
23.	Partners	4	10	5	9	1	3.24	22.5	Sometimes
24.	Circle Stage	4	9	7	6	3	3.17	24	Sometimes
25.	5+1 (Five Plus One)	11	2	2	6	8	3.07	25	Sometimes
26.	10+2 (Ten plus two)	6	4	5	11	3	2.97	26	Sometimes
27.	Stir the Teams	4	5	7	10	3	2.90	27	Sometimes
28.	Share-Pair Circles	3	6	7	10	3	2.86	28.5	Sometimes
29.	Luck of the Draw	0	9	8	8	7	2.86	28.5	Sometimes
30.	Baggage Claim	3	3	4	8	10	2.84	30	Sometimes
31.	Agreement Circles	3	4	9	11	2	2.83	31	Sometimes
32.	1 st TRIP (Title, Relationship, Intent of Question, Put in perspective)	0	6	12	9	2	2.76	32	Sometimes
33.	Pick a Spot	3	7	1	14	5	2.72	33	Sometimes
34.	Line-up	4	6	7	4	6	2.70	34	Sometimes
35.	Voting Cards.	0	8	9	6	6	2.65	35	Sometimes
36.	Lotus Blossom Technique	0	11	4	6	8	2.62	36.5	Sometimes
37.	Numbered-heads Together	0	7	10	6	6	2.62	36.5	Sometimes
38.	Story Impression	0	7	9	7	6	2.59	38	Sometimes
39.	Three-Step Interview	0	6	9	9	5	2.55	39	Sometimes
40.	Mock Trials	0	6	10	6	7	2.52	40.5	Sometimes
41.	Novelty	0	6	10	5	9	2.52	40.5	Sometimes
42.	Inside-Outside Circle	0	6	8	9	6	2.48	42	Seldom
43.	Idea Spinner	0	5	9	9	6	2.44	43	Seldom
44.	Talking Chips	0	4	9	11	5	2.41	44	Seldom
45.	Frayer Model	0	7	6	7	9	2.38	45	Seldom
46.	Agree/Disagree Matrix	0	5	6	11	7	2.31	46	Seldom
47.	Five words-Three words	0	4	8	9	8	2.28	47.5	Seldom
48.	Minute Papers	0	7	5	6	11	2.28	47.5	Seldom
49.	Echo Reading	0	3	7	13	6	2.24	49	Seldom
50.	Sketch to Sketch	0	5	5	10	9	2.21	50	Seldom
51.	Devil's Advocate	0	4	5	10	10	2.20	51	Seldom
52.	Prediction Pairs	0	5	4	11	9	2.17	52.5	Seldom
53.	Ideatoons	0	7	3	5	14	2.17	52.5	Seldom
54.	Four Corners	0	5	4	9	11	2.10	54.5	Seldom
55.	3-2-1 (Three-Two-One)	0	5	4	9	11	2.10	54.5	Seldom
56.	One Sentence Summary	0	5	5	10	6	2.10	54.5	Seldom
57.	PMI (Plus Minus Interesting)	0	4	5	8	12	2.03	57	Seldom

Languages used in Teaching by the Contractual Teachers

Table 2: Frequency Distribution, Weighted Mean, Rank and Interpretation on The Languages used in Teaching by the Contractual Teachers

A.	Filipino Language	Frequency N=29					Weighted Mean	Rank	Interpretation
		(5)	(4)	(3)	(2)	(1)			
1.	I use Filipino in providing standards in doing things.	9	14	2	0	4	3.83	1	Often
2.	I use Filipino in giving opinion or approval to the answers of the students.	9	13	0	6	0	3.79	2	Often

Table 2: Contd.,								
3. I use Filipino in teaching even my subject is English.	0	12	8	9	0	3.10	3	Sometimes
4. I use Filipino in giving preliminary activities in class.	6	6	0	4	13	2.39	4	Sometimes
5. I use Filipino in interpreting or giving definition of words.	7	0	0	12	10	2.38	5	Seldom
B. English Language								
6. I use English in discussing the lesson.	16	8	1	2	2	4.17	1	Often
7. I use English in interpreting or giving definition of words.	10	13	4	2	0	4.07	2	Often
8. I use English in giving preliminary activities in class.	8	13	5	3	0	3.87	3	Often
9. I use English in providing standards in doing things.	6	4	11	5	3	3.17	4	Often
10. I use English in giving opinion or approval to the answers of the students.	6	7	1	0	15	2.62	5	Sometimes
C. Ilocano and Code-Switching								
11. I use Ilocano in Deeping the discussion.	14	5	7	2	0	3.96	1	Often
12. I use Filipino-English in explaining my lesson.	5	13	6	5	0	3.62	2	Often
13. I use English-Ilocano in discussing my lesson.	1	4	9	9	6	2.48	3	Seldom
14. I use Ilocano in giving samples	1	2	5	8	13	1.97	4	Seldom
16. I use Filipino-Ilocano in discussing my lesson.	2	0	5	17	5	2.20	5	Seldom

Effects of Methods Used by the Contractual Teachers to the Learners

Table 3: Frequency Distribution, Weighted Mean, Rank and Interpretation on the Effects of Methods Used by the Contractual Teachers to the Learners

Statements	Frequency N=400					Weighted Mean	Rank	Interpretation
	(5)	(4)	(3)	(2)	(1)			
1. It challenges my ability to think deeply.	182	101	111	86	0	4.54	1	Strongly Agree
2. Past lessons were easily associated to the new lessons.	165	111	116	4	4	4.07	2	Agree
3. I easily learned with the class.	162	96	132	10	0	4.03	3	Agree
4. I learned to study hard.	180	99	33	88	0	3.93	4	Agree
5. My character evolves through the methods used by my teacher.	169	113	35	83	0	3.92	5	Agree
6. Becomes creative	163	102	44	91	0	3.84	6	Agree
7. I gain self-confidence in answering questions during class discussion.	88	102	127	83	0	3.49	7	Uncertain
8. My learning becomes meaningful.	89	104	118	89	0	3.48	8	Uncertain
9. I easily answer questions during examinations.	90	95	127	88	0	3.47	9	Uncertain

10. My communicative skill is being developed through the methods used by my teacher.	22	87	95	113	83	2.63	10	Uncertain
Grand Mean	3.73							Agree

Effects of Languages Used by the Contractual Teachers to the Learners

Table 4: Frequency Distribution, Weighted Mean, Rank and Interpretation on the Effects of Languages Used by the Contractual Teachers to the Learners

Statements	Frequency N=400					Weighted Mean	Rank	Interpretation
Filipino-Ilocano								
1. My learning becomes meaningful because my teacher used Filipino-Ilocano in teaching.	83	65	106	137	9	3.19	1	Uncertain
2. I became creative to do things because my teacher used Filipino-Ilocano in teaching.	80	55	91	90	84	2.89	2	Uncertain
3. I easily learned with the class because my teacher used Filipino-Ilocano in teaching.	46	94	90	87	83	2.83	3	Uncertain
4. I gain self-confidence in answering questions because my teacher used Filipino-Ilocano in teaching.	33	83	106	86	92	2.70	4	Uncertain
5. Past lessons were easily associated to the new lessons because my teacher used Filipino-Ilocano in teaching.	31	8	117	161	83	2.36	5	Uncertain
English-Ilocano								
6. I easily learned with the class because my teacher used English-Ilocano in teaching.	112	111	94	83	0	3.63	1	Agree
7. I gain self-confidence in answering questions because my teacher used English-Ilocano in teaching.	71	95	134	94	6	3.33	2	Uncertain
8. My learning becomes meaningful because my teacher used English-Ilocano in teaching.	62	69	96	167	6	3.04	3	Uncertain
9. Past lessons were easily associated to the new lessons because my teacher used English-Ilocano in teaching.	64	58	104	167	7	3.01	4	Uncertain
10. I became creative to do things because my teacher used English-Ilocano in teaching.	63	64	106	80	87	2.84	5	Uncertain
Filipino-English								
11. I easily learned with the class because my teacher used Filipino-English in teaching.	186	102	112	3	0	4.2	1	Agree
12. My learning becomes meaningful because my teacher used Filipino-English in teaching.	175	121	104	0	0	4.18	2	Agree
13. I gain self-confidence in answering questions because my teacher used Filipino-English in teaching.	181	103	96	10	10	4.09	3	Agree

14. Past lessons were easily associated to the new lessons because my teacher used Filipino-English in teaching.	163	98	136	3	0	4.05	4	Agree
15. I became creative to do things because my teacher used Filipino-English in teaching.	85	2	178	135	0	2.76	5	Uncertain

ACKNOWLEDGEMENTS AND LEGAL RESPONSIBILITY

A heartfelt gratitude and sincere appreciation to Prof. Felicidad B. Agcanas, the Research Director of Isabela State University Roxas Campus; Dr. Quirino D. Parallag, the Campus Administrator; Mrs. Lolita M. Asaytuno, the HRMO; all key officials of Isabela State University; Mr. Jun-Jun R. Ramos; and to Mr. Alberto R. Luzano for making this endeavour possible.

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